

(School Division's Name)  
**K – 3 English Standards of Learning Achievement Record (Revised 2003)**

Student Name: \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

**Scoring Key**

- 4: Exceeds the Standard**  
**3: Meets the Standard\*** (Student demonstrates knowledge and skills 80% of the time)  
**2: Partially Meets the Standard**  
**1: Inadequate or No Understanding of the Standard**  
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Grade	* Kindergarten	Score	* First Grade	Score	* Second Grade	Score	* Third Grade	Score
<b>O R A L  L A N G U A G E</b>	<b>K.1 The student will demonstrate growth in the use of oral language.</b>		<b>1.1 The student will continue to demonstrate growth in the use of oral language.</b>		<b>2.1 The student will demonstrate an understanding of oral language structure.</b>			
	a. Listen to a variety of literary forms, including stories and poems.		a. Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.		a. Create oral stories to share with others.			
	b. Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.		b. Tell and retell stories and events in logical order.		b. Create and participate in oral dramatic activities.			
	c. Participate in creative dramatics.		c. Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.		c. Use correct verb tenses in oral communication.			
	d. Begin to discriminate between spoken sentences, words, and syllables.		d. Express ideas orally in complete sentences.		d. Use increasingly complex sentence structures in oral communication.			
	e. Recognize rhyming words.							
	f. Generate rhyming words in a rhyming pattern.							
	<b>K.2 The student will use listening and speaking vocabularies.</b>		<b>1.2 The student will continue to expand and use listening and speaking vocabularies.</b>		<b>2.2 The student will continue to expand listening and speaking vocabularies.</b>			
	a. Use number words.		a. Increase oral descriptive vocabulary.		a. Use words that reflect a growing range of interests and knowledge.			
	b. Use words to describe/name people, places and things.		b. Begin to ask for clarification and explanation of words and ideas.		b. Clarify and explain words and ideas orally.			
	c. Use words to describe location, size, color, and shape.		c. Follow simple two-step oral directions.		c. Follow oral directions with three or four steps.			
	d. Use words to describe actions		d. Give simple two-step oral directions.		d. Give three-step and four-step directions.			
	e. Ask about words not understood.		e. Use singular and plural nouns.		e. Identify and use synonyms and antonyms in oral communication.			
	f. Follow one-step and two-step directions							
	g. Begin to ask how and why questions.							

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<b>O R A L  L A N G U A G E</b>	<b>K.3 The student will build oral communication skills.</b>		<b>1.3 The student will adapt or change oral language to fit the situation.</b>		<b>2.3 The student will use oral communication skills.</b>		<b>3.1 The student will use effective communication skills in group activities.</b>	
	a. Begin to follow implicit rules for conversation, including taking turns and staying on topic.		a. Initiate conversation with peers and adults.		a. Use oral language for different purposes; to inform, to persuade, and to entertain.		a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.	
	b. Express ideas and needs in complete sentences.		b. Follow rules for conversation.		b. Share stories or information orally with an audience.		b. Ask and respond to questions from teachers and other group members.	
	c. Begin to use voice level, phrasing, and intonation appropriate for language situation.		c. Use appropriate voice level in small-group settings.		c. Participate as a contributor and leader in a group.		c. Explain what has been learned.	
	d. Listen and speak in informal conversations with peers and adults.		d. Ask and respond to questions in small-group settings.		d. Summarize information shared orally by others.			
	e. Begins to initiate conversations.							
	f. Participate in discussions about learning.							
							<b>3.2 The student will present brief oral reports.</b>	
							a. Speak clearly.	
							b. Use appropriate volume and pitch.	
							c. Speak at an understandable rate.	
							d. Organize ideas sequentially or around major points of information.	
							e. Use grammatically correct language and specific vocabulary to communicate ideas.	
	<b>K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</b>		<b>1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words. (PALS)</b>					
	a. Identify orally words that rhyme. (PALS)		a. Count phonemes (sounds) in syllables or words with a maximum of three syllables.					

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	b. Identify words orally according to shared beginning or ending sounds. (PALS)		b. Add or delete phonemes (sounds) orally to change syllables or words.					
	c. Blend sounds orally to make words or syllables.		c. Create rhyming words orally.					
	d. Divide one-syllable words into sounds (phonemes).		d. Blends sounds to make word parts and words with one to three syllables.					
	e. Divide words into syllables.							
<b>R E A D I N G</b>	<b>K.5 The student will understand how print is organized and read.</b>		<b>1.5 The student will apply knowledge of how print is organized and read. (PALS)</b>					
	a. Hold print materials in the correct position.		a. Read from left to right and top to bottom.					
	b. Identify the front cover, back cover, and title page of a book.		b. Match spoken words with print.					
	c. Follow words from left to right and top to bottom on a printed page. (PALS)		c. Identify letters, words, and sentences.					
	d. Match voice with print: syllables, words, and phrases. (PALS)							
	<b>K.6 The student will demonstrate an understanding that print makes sense.</b>							
	a. Explain that printed materials provide information.							
	b. Identify common signs and logos.							
	c. Read ten high-frequency words.							
	c. Read and explain own writing and drawings.							

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<b>R E A D I N G</b>	<b>K.7 The student will develop an understanding of basic phonetic principles.</b>		<b>1.6 The student will apply phonetic principles to read and spell. (PALS)</b>		<b>2.4 The student will use phonetic strategies when reading and spelling.</b>		<b>3.3 The student will apply word analysis skills when reading.</b>	
	a. Identify and name uppercase and lowercase letters of the alphabet. (PALS)		a. Use beginning and ending consonants to decode and spell single-syllable words. (PALS)		a. Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.		a. Use knowledge of all vowel patterns.	
	b. Match consonant and short vowel sounds to appropriate letters. (PALS)		b. Use two-letter consonant blends to decode and spell single-syllable words. (PALS)		b. Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.		b. Use knowledge of homophones.	
	c. Identify beginning consonant sounds in single-syllable words. (PALS)		c. Use beginning consonant digraphs to decode and spell single-syllable words. (PALS)		c. Decode regular multisyllabic words.		c. Decode regular multisyllabic words.	
			d. Use short vowel sounds to decode and spell single-syllable words. (PALS)					
			e. Blend beginning, middle, and ending sounds to recognize and read words. (PALS)					
			f. Use word patterns to decode unfamiliar words.					
			g. Use compound words.					
			h. Read and spell common, high-frequency sight words, including <i>the</i> , <i>said</i> , and <i>come</i> .					
			<b>1.7 The student will use meaning clues and language structure to expand vocabulary when reading.</b>		<b>2.5 The student will use meaning clues and language structure when reading.</b>			
			a. Use titles and pictures.		a. Use information in the story to read words.			
			b. Use knowledge of the story and topic to read words.		b. Use knowledge of sentence structure.			
			c. Use knowledge of sentence structure.		c. Use knowledge of story structure and sequence.			
			d. Reread and self-correct.					
					<b>2.6 The student will use language structure to expand vocabulary when reading.</b>			
					a. Use knowledge of prefixes and suffixes.			

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<b>R E A D I N G</b>					b. Use knowledge of contractions and singular possessives.			
					c. Use knowledge of simple abbreviations.			
					d. Use knowledge of antonyms and synonyms.			
			1.8 The student will read familiar stories, poems, and passages with fluency and expression.		2.7 The student will read fiction and nonfiction, using a variety of strategies independently.		3.4 The student will continue to read a variety of fiction and nonfiction materials.	
					a. Preview the selection by using pictures, diagrams, titles, and headings.		a. Preview and use text formats.	
					b. Set purpose for reading.		b. Set a purpose for reading.	
					c. Read stories, poems, and passages with fluency and expression.		c. Apply meaning clues, language structure, and phonetic strategies.	
					d. Reread and self-correct when necessary.		d. Use context to clarify meaning of unfamiliar words.	
							e. Read fiction and nonfiction fluently and accurately.	
							f. Reread and self-correct when necessary.	
	K.8 The student will demonstrate comprehension of fiction and nonfiction.		1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.		2.8 The student will read and demonstrate comprehension of fiction and nonfiction.		3.5 The student will read and demonstrate comprehension of fiction.	
	a. Use pictures to make predictions about content.		a. Preview the selection.		a. Make predictions about content.		a. Set a purpose for reading.	
	b. Retell familiar stories, using beginning, middle, and end.		b. Set a purpose for reading.		b. Read to confirm predictions.		b. Make connections between previous experiences and reading selections.	
	c. Discuss characters, setting, and events.		c. Relate previous experiences to what is read.		c. Relate previous experiences to the topic.		c. Make, confirm, or revise predictions.	
	d. Use story language in discussions and retellings.		d. Make predictions about content.		d. Ask and answer questions about what is read.		d. Compare and contrast settings, characters, and events.	
	e. Identify what an author does and what an illustrator does.		e. Ask and answer who, what, when, where, why, and how questions about what is read.		e. Locate information to answer questions.		e. Identify the author's purpose.	

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<b>R E A D I N G</b>	f. Identify the topics of nonfiction selections.		f. Identify characters, setting, and important events.		f. Describe characters, setting, and important events in fiction and poetry.		f. Ask and answer questions.	
			g. Retell stories and events, using beginning, middle, and end.		g. Identify the problem, solution, and main idea.		g. Draw conclusions about character and plot.	
			h. Identify the topic or main idea.				h. Organize information and events logically.	
							i. Summarize major points found in fiction materials.	
							j. Understand basic plots of fairy tales, myths, folktales, legends, and fables.	
							<b>3.6 The student will continue to read and demonstrate comprehension of nonfiction.</b>	
							a. Identify the author's purpose.	
							b. Make connections between previous experiences and reading selections.	
							c. Ask and answer questions about what is read.	
							d. Draw conclusions.	
							e. Organize information and events logically.	
							f. Summarize major points found in nonfiction materials..	
							g. Identify the characteristics of biographies and autobiographies.	

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<b>R E A D I N G</b>							h. Compare and contrast the lives of two persons as described in biographies and/or autobiographies.	
			<b>1.10 The student will use simple reference materials.</b>		<b>2.9 The student will demonstrate comprehension of information in reference materials.</b>		<b>3.7. The student will demonstrate comprehension of information from a variety of print resources.</b>	
			a. Use knowledge of alphabetical order by first letters.		a. Use a table of contents.		a. Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.	
			b. Use a picture dictionary to find meanings of unfamiliar words.		b. Use pictures and charts.		b. Use available technology.	
					c. Use dictionaries and indices.			
<b>W R I T I N G</b>	<b>K.9 The student will print the uppercase and lowercase letters of the alphabet independently</b>		<b>1.11 The student will print legibly. (PALS)</b>		<b>2.10 The student will maintain manuscript and begin to make the transition to cursive.</b>		<b>3.8 The student will write legibly in cursive.</b>	
			a. Form letters.					
			b. Space words and sentences.					
	<b>K.10 The student will print his/her first and last names.</b>							
	<b>K.11 The student will write to communicate ideas.</b>		<b>1.12 The student will write to communicate ideas.</b>		<b>2.11 The student will write stories, letters, and simple explanations.</b>		<b>3.9 The student will write descriptive paragraphs.</b>	
	a. Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.(PALS)		a. Generate ideas.		a. Generate ideas before writing.		a. Develop a plan for writing.	
	b. Write left to right and top to bottom.		b. Focus on one topic.		b. Organize writing to include a beginning, middle, and end.		b. Focus on a central idea.	
			c. Use descriptive words when writing about people, places, things, and events.		c. Revise writing for clarity.		c. Group related ideas.	
			d. Use complete sentences in final copies.		d. Use available technology.		d. Include descriptive details that elaborate the central idea.	
			e. Begin each sentence with a capital letter and use ending punctuation in final copies.				e. Revise writing for clarity.	

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<b>W R I T I N G</b>			f. Use correct spelling for high-frequency sight words and phonetically regular words in final copies.					
			g. Share writing with others.					
			h. Use available technology.					
	<b>K.12. The student will explore the uses of available technology for reading and writing.</b>						<b>3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.</b>	
							a. Use a variety of planning strategies.	
							b. Organize information according to the type of writing.	
							c. Identify the intended audience.	
							d. Revise writing for specific vocabulary and information.	
							e. Use available technology.	
					<b>2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</b>		<b>3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</b>	
					a. Recognize and use complete sentences.		a. Use complete and varied sentences.	
					b. Use and punctuate declarative, interrogative, and exclamatory sentences.		b. Use the word <i>I</i> in compound subjects.	
					c. Capitalize all proper nouns and the word <i>I</i> .		c. Use past and present verb tense.	
					d. Use singular and plural nouns and pronouns.		d. Use singular possessives.	



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<b>W R I T I N G</b>					e. Use apostrophes in contractions, including <i>don't</i> , <i>isn't</i> , and <i>can't</i> .		e. Use commas in a simple series.	
					f. Use correct spelling for high-frequency sight words, including compound words and regular plurals.		f. Use simple abbreviations.	
							g. Use apostrophes in contractions with pronouns.	
							h. Use correct spelling for high-frequency sight words, including irregular plurals.	

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<b>Local Obj. Oral Language</b>								
<b>Local Obj. Reading</b>								
<b>Local Obj. Writing</b>								

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RECORD OF INTERVENTION/REMEDIATION SERVICES			
Date	Grade	Explanation of Services and Results	Duration